DOCUMENT RESUME

ED 225 610 JC 830 008

TITLE The College-Level Academic Skills Project.
INSTITUTION Florida State Dept. of Education, Tallahassee.
PUB DATE 82
NOTE 22p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Standards; *Achievement Tests; Community Colleges; *Degree Requirements; *Program Development; *Statewide Planning; Test Construction; Test Format; *Testing Programs; Test Results; Two Year Colleges
IDENTIFIERS *Florida

ABSTRACT

This collection of reports, outlines, and instructions provides information on the development, content, and use of the College-Level Academic Skills Test (CLAST), an achievement test that measures the communication and computation skills of college students as mandated by Florida state legislation. First, a status report on the development of CLAST is presented, which: (1) identifies the skills assessed by the test; (2) describes the version of CLAST that will be administered in 1982-83; (3) outlines the projected use of CLAST scores in determining eligibility for the award of an associate in arts degree; (4) considers plans for the administration of the test; (5) explains the CLAST score reporting process; (6) traces the development of CLAST; (7) outlines statewide administrative responsibilities; and (8) considers future developments of CLAST. Next, the communication and mathematics skills to be tested by CLAST are outlined, in the areas of reading, listening, writing, speaking, and computation. A detailed plan is then presented for the October 23, 1982 administration of CLAST, which includes a description of the test format, a testing schedule, procedures for registering students, directions for administering the test, and enumeration of the individual student reports, statewide data reports, and institutional data reports to be generated. Appendices include a glossary of terms, a breakdown of test items, and a detailed testing schedule. (AYC)

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THE COLLEGE-LEVEL ACADEMIC SKILLS PROJECT

Florida State Department
of Education, Tallahassee

JC 830 008

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August, 1982

A Status Report on the Development of THE COLLEGE-LEVEL ACADEMIC SKILLS TEST

Pursuant to a mandate of the 1982 Florida Legislature, the Department of Education is in the final stages of the development of the College-Level Academic Skills Test (CLAST), an achievement test which measures communication and computation skills that are included in SBE Rule 6A-10.31, FAC.

The Department of Education is recommending that the State Board of Education approve CLAST and direct its use in community colleges and state universities with sophomores who are seeking the Associate of Arts degree or admission to the junior year in the state universities in Florida. This report is designed to provide information about the test and its development that will be needed as the Board considers the recommendation.

Skills Tested in CLAST

The College-Level Academic Skills Test is an achievement test to measure communication and computation skills included in the SBE Rule 6A-10.31. The skills included in that Rule were identified by the Department of Education through the Articulation Coordinating Committee and the College-Level Academic Skills Project. The skills agreed upon by faculty members of community colleges and state universities and, upon recommendation of the Commissioner of Education, were adopted by the State Board.

The list of skills includes communication skills which are classified as reading, writing, speaking, and listening and computation skills designated as algorithms, concepts, generalizations, and problem solving. The 1982-83 version of CLAST will include all of the communication skills in reading and writing and all of the computation skills in algorithms and concepts, except three skills relating to computer technology.

Description of CLAST, 1982-83

The version of CLAST that will be administered in 1982-83 will consist of four subtests. The reading subtest will use objective test items to measure eleven skills in the broad skill areas of literal comprehension and critical comprehension. The objective writing subtest will measure fourteen skills in the broad areas of word choice, sentence structure, grammar, spelling, and punctuation. The essay component of the writing subtest will measure all twenty-four of the writing skills. The computation subtest uses objective items to measure thirty-five skills in the areas of arithmetic, geometry and measurement, logical reasoning, and statistics including probability.

The administration of CLAST during the 1982-83 academic year will require three hours and forty-five minutes of actual testing time. It will be given in a single morning session with one twenty-minute break.

Use of CLAST Scores

Beginning with the October, 1982, administration of CLAST, students will need to present scores on that test to be eligible for the award of an Associate of Arts

degeee or for admission to upper division status in the state universities of Florida. Prior to August 1, 1984, any additional use of CLAST scores by community colleges and state universities is limited to student counseling and curriculum improvement. Beginning on August 1, 1984, however, students who expect to receive an AA degree or to be admitted to upper division status must achieve test scores that satisfy standards that are yet to be set by the State Board of Education.

Plan for the Administration of CLAST

Under provisions of the legislative mandate, the Commissioner retains responsibility for the administration of CLAST but is authorized to assign administrative responsibility to a community college or state university.

Attached (Attachment A) is the plan which has been approved for the administration of CLAST during the 1982-83 academic year. The plan was developed by the Department of Education through the College-Level Academic Skills Project after consultation with community colleges and state universities.

Under the plan, responsibility for the administration of CLAST is at three levels, i.e., the Department of Education through the CLAST Office, the institution to which statewide administrative responsibilities are assigned, and the community colleges and state universities which will administer the test to eligible students.

During the 1982-83 academic year, CLAST will be administered twice. On October 23, 1982, CLAST will be administered to those students who apply to take it by September 17, 1982, and who are expecting to receive an AA degree in December, 1982, or are seeking upper division status in a state university for the term which begins in January, 1983. The administration of CLAST in March, 1983, on a date yet to be selected, will be for community college students who will be expecting an AA degree at the close of either Spring or Summer terms, 1983, or those students who will be seeking admission to upper division status during any of the terms beginning in 1983.

Special procedures and assistance will be provided for handicapped persons to be tested.

For each administration of CLAST a make-up test will be administered to those students who were registered for the test on the appointed day but were prevented from taking it then for medical or religious reasons.

Student Score Reports

Four scores will be generated for each student taking CLAST, viz., one for the objective reading subtest, one for the objective computation subtest, one for the objective component of the writing subtest, and one for the essay. Student performance on the objective subtests will be reported in scale scores and performance on the essay will be reported on an eight-point scale. The four scores will be entered in the student's permanent record in the college or university in which the student was enrolled when the test was taken.

Along with the scores on the four subtests, students will receive a score interpretation guide. Additionally, each student will receive information reflecting performance on each of the broad skills areas included in each of the objective subtests.

Institutional and Statewide Reports

After each administration of CLAST the statewide administrator will develop reports for the community colleges and state universities. Each institution will receive individual student score reports for entry in student records. Additionally, each institution will receive summary statistics by subtest and by appropriate student categories as well as information from which the institution can determine the performance of its students on each of the skills measured by the test.

The Department of Education will receive the summary statistics for each community college and state university as well as statewide summary statistics by appropriate student category.

The Development of CLAST

At the time the State Board of Education adopted the list of college-level communication and computation skills in October, 1981, the Board directed through Rule 6A-10.311 that steps be taken to develop a test to measure achievement of those skills. Specifically, the Board directed that specifications be written for items to measure the skills, and that a test be developed with items written to those specifications.

Pursuant to those directions, the Department of Education through the College-Level Academic Skills Project undertook to develop specifications for test items to measure the four skill areas which are to be included in the 1982-83 version of CLAST, viz., communication skills of reading and writing and computation skills designated as algorithms and concepts.

Item specifications have been written for all of the skills in the four skill areas to be tested in 1982-83, and the specifications have been issued by the Commissioner of Education for use in the community colleges and state universities of Florida.

Test items have been written for all of the skills that are to be measured by CLAST during its initial year of administration. The Department of Education entered into a contract with the University of South Florida for the development of objective items for the computation subtest to meet the specifications; and the Department entered into contracts with the University of Florida for the development of objective test items for reading and writing skills and essay topics for writing skills. The work under those contracts involved personnel from community colleges as well as state universities.

Prior to the acceptance of test items by the Department, the test items were subjected to in-depth review by content and measurement specialists as well as bias reviewers from the faculties of community colleges and state universities and personnel from the Department of Education.

Prior to development of test forms for the administration beginning in October, 1982, the objective test items and essay topics were field tested. Under a contract between the Department and the Florida State University objective test items were field tested with students in twenty-one community colleges and state universities. Field test essays were written by students in three state universities and five community colleges.

The Department now has test items and topics and the necessary statistical data for the development of at least two forms of CLAST.

Designation of Statewide Administrator

The Office of Instructional Resources of the University of Florida has been selected for assignment of statewide administrative responsibilities for CLAST. That assignment will be effected by contracts which will include detailed specifications for the services and products to be provided by the University. In general, the University will be responsible for formatting tests to specifications provided by the Department; printing and distributing test materials, supervising the institutional administration of the test, maintaining security of the test, scoring the test, and reporting test results.

Future Developments of CLAST

Looking beyond the 1982-83 version of CLAST, work is underway to develop test items to measure achievement of all of the skills that are included in Rule 6A-10.31, FAC. Toward that end, specifications have been written for test items to measure computation skills that are designated as generalizations and problem solving. An RFP has been issued inviting proposals for the development of test items written to those specifications. It is anticipated that the expansion of CLAST to include all of the mathematics skills can be accomplished in time for inclusion in the 1983-84 test forms.

Additionally, work is underway to identify feasible alternatives for the assessment of student achievement of listening and speaking skills. While there are some measurement problems involved in a statewide assessment of listening and speaking skills, it is anticipated that an appropriate procedure for measuring those skills will be initiated during the academic year 1983-84.

Pursuant to provisions of Rule 6A-10.312, the Commissioner of Education will develop and recommend to the State Board the performance standards to be set by that Board in time for use beginning August 1, 1984.

May 1982

COLLEGE-LEVEL ACADEMIC SKILLS PROJECT

Communication and Computation Skills

I. READING

A. Reading with literal comprehension includes all of the following skills:

1. Recognizing main ideas in a given passage
2. Identifying supporting details
3. Determining meaning of words on the basis of context

B. Reading with critical comprehension includes all of the following skills:

1. Recognizing the author's purpose
2. Distinguishing between statement of fact and statement of opinion
3. Detecting bias
4. Recognizing author's tone
5. Recognizing explicit and implicit relationships within sentences
6. Recognizing explicit and implicit relationships between sentences
7. Recognizing valid arguments
8. Drawing logical inferences and conclusions

II. LISTENING

A. Listening with literal comprehension includes all of the following skills:

1. Recognizing main ideas
2. Identifying supporting details
3. Recognizing explicit relationships among ideas
4. Recalling basic ideas and details

B. Listening with critical comprehension includes all of the following skills:

1. Perceiving the speaker's purpose
2. Perceiving the speaker's organization of ideas and information
3. Discriminating between statements of fact and statements of opinion
4. Distinguishing between emotional and logical arguments
5. Detecting bias
6. Recognizing the speaker's attitude
7. Synthesizing by drawing logical inferences and conclusions
8. Evaluating objectively
9. Recalling the arguments and identifying the implications

III. WRITING

A. Composing units of discourse providing ideas and information suitable for purpose and audience includes all of the following skills:

1. Selecting a subject which lends itself to expository writing
2. Determining the purpose for writing
3. Limiting the subject to a topic which can be developed within the requirements of time, purpose, and audience
4. Formulating a thesis statement which reflects the purpose
5. Developing the thesis statement by all of the following:

   a. Providing adequate support which reflects the ability to distinguish between generalized and concrete evidence
   b. Arranging the main ideas and supporting details in an organizational pattern appropriate to the expository purpose
   c. Writing unified prose in which all supporting material is relevant to the thesis statement
   d. Writing coherent prose, providing effective transitional devices which clearly reflect the organizational pattern and the relationships of the parts

B. Transmitting ideas and information in effective written language which conforms to the conventions of standard American English includes all of the following skills:

1. Demonstrating effective word choice by all of the following:

   a. Using words which convey the denotative and connotative meanings required by context
   b. Avoiding slang, jargon, cliches, and pretentious expressions
   c. Avoiding wordiness

2. Employing conventional sentence structure by all of the following:

   a. Placing modifiers correctly
   b. Coordinating and subordinating sentence elements according to their relative importance
   c. Using parallel expressions for parallel ideas
   d. Avoiding fragments, comma splices, and fused sentences

3. Employing effective sentence structure by all of the following:

   a. Using a variety of sentence patterns
   b. Avoiding unnecessary use of passive construction
   c. Avoiding awkward constructions

4. Observing the conventions of standard American English grammar and usage by all of the following:

   a. Using standard verb forms
   b. Maintaining agreement between subject and verb, pronoun and antecedent
   c. Using proper case forms
   d. Maintaining a consistent point of view

5. Using standard practice for spelling, punctuation, and capitalization
6. Revising, editing, and proofreading units of written discourse to assure clarity, consistency, and conformity to the conventions of standard American English

IV. SPEAKING

A. Speaking involves composing the message, providing ideas and information suitable to topic, purpose and audience which includes all of the following skills:

1. Determining the purpose of the oral discourse
2. Choosing a topic and restricting it according to purpose and audience
3. Fulfilling the purpose by the following:

a. Formulating a thesis statement
b. Providing adequate support material
c. Selecting a suitable organizational pattern
d. Demonstrating careful choice of words
e. Providing effective transitions

B. Speaking involves transmitting the message, using oral delivery skills suitable to the audience and the occasion by all of the following skills:

1. Employing vocal variety in rate, pitch, and intensity
2. Articulating clearly
3. Employing the level of American English appropriate to the designated audience
4. Demonstrating nonverbal behavior which supports the verbal message with eye contact and appropriate posture, gestures, facial expressions, and body movements

V. COMPUTATION

A. Demonstrating mastery of all of the following arithmetic algorithms:

1. Adding, subtracting, multiplying, and dividing positive rational numbers
2. Adding, subtracting, multiplying, and dividing positive rational numbers in decimal form

B. Demonstrating mastery of all of the following geometric and measurement algorithms:

1. Rounding measurements to the nearest given unit of the measuring device used
2. Calculating distances, areas, and volumes including English-metric conversions when given the conversion units

C. Demonstrating mastery of all of the following algebraic algorithms:

1. Adding, subtracting, multiplying, and dividing real numbers
2. Applying the order-of-operations agreement to computations involving numbers and variables
3. Using scientific notation in calculations involving very large or very small measurements
4. Solving linear equations and inequalities
5. Using given formulas to compute results, when geometric measurements are not involved

D. Demonstrating mastery of all of the following statistical algorithms, including some from probability:

1. Identifying information contained in bar, line, and circle graphs
2. Determining the mean, median, and mode of a set of numbers
3. Selecting the sample space associated with an experiment

E. Demonstrating mastery of logical-reasoning algorithms by deducing facts of set inclusion or set non-inclusion from a diagram.

F. Demonstrating understanding of arithmetic concepts by all of the following skills:

1. Recognizing the meaning of exponents
2. Recognizing the role of the base number in determining place value in the base-ten numeration system and in systems that are patterned after it
3. Identifying equivalent forms of positive rational numbers involving decimals, percents, and fractions
4. Determining the order relation between magnitudes

G. Demonstrating understanding of geometric and measurement concepts by all of the following skills:

1. Recognizing horizontal, vertical, parallel, perpendicular, and intersecting lines
2. Identifying relationships between angle measures
3. Classifying simple plane figures by recognizing their properties
4. Recognizing similar triangles and their properties
5. Identifying appropriate types of measurement for geometric objects

H. Demonstrating understanding of algebraic concepts by all of the following skills:

1. Recognizing and using properties of operations
2. Determining whether a particular number is among the solutions of a given equation or equality
3. Recognizing statements and conditions of proportionality and variation
4. Identifying regions of the coordinate plane which correspond to specified conditions

I. Demonstrating understanding of statistical concepts including probability by all of the following skills:

1. Recognizing the normal curve and its properties
2. Recognizing samples that are representative of a given population
3. Identifying the probability of a specified outcome in an experiment

J. Demonstrating understanding of logical-reasoning concepts by all of the following skills:

1. Identifying simple and compound statements and their negations
2. Determining equivalence or nonequivalence of statements
3. Drawing logical conclusions from data
4. Recognizing that an argument may not be valid even though its conclusion is true
5. Distinguishing fallacious arguments from non-fallacious ones
6. Recognizing proof by contradiction

K. Demonstrating understanding of computer-technology concepts by all of the following skills:

1. Identifying characteristics of tasks which computers perform well
2. Identifying the human functions necessary to utilize computers
3. Identifying possible abuses of computer use

L. Generalizing and selecting applicable generalizations in arithmetic by both of the following skills:

1. Inferring relations between numbers in general by examining particular number pairs
2. Selecting applicable properties for performing arithmetic calculations

M. Generalizing and selecting applicable generalizations in geometry and measurement by both of the following skills:

1. Inferring formulas for measuring geometric figures
2. Selecting appl[illegible]ble formulas for computing measures of geometric figures.

N. Generalizing and selecting applicable generalizations in algebra by both of the following skills:

1. Inferring relations among variables
2. Selecting applicable properties for solving equations and inequalities

O. Generalizing and selecting applicable generalizations in statistics, including probability, by inferring relations and making accurate predictions from studying particular cases

P. Generalizing and selecting applicable generalizations in logical reasoning by both of the following skills:

1. Inferring valid reasoning patterns and expressing them with variables
2. Selecting applicable rules for transforming statements without affecting their meaning

Q. Demonstrating proficiency for solving problems in the area of arithmetic by both of the following skills:

1. Solving real-world problems which do not require the use of variables
2. Solving problems that involve the structure and logic of arithmetic

R. Demonstrating proficiency for solving problems in the area of geometry and measurement by both the following skills:

1. Solving real-world problems involving perimeters, areas, volumes of geometric figures
2. Solving real-world problems involving the Pythagorean property

S. Demonstrating proficiency for solving problems in the area of algebra by both of the following skills:

1. Solving real-world problems inviting the use of variables, aside from commonly used geometric formulas.
2. Solving problems that involve the structure and logic of algebra

T. Demonstrating proficiency for solving problems in the area of statistics, including probability for both of the following skills:

1. Solving real-world problems involving the normal curve.
2. Solving real-world problems involving probabilities.

U. Demonstrating awareness of the ways in which logical reasoning is used to solve problems by drawing logical conclusions when facts warrant them.

April, 1982

PLAN FOR THE OCTOBER 23, 1982 ADMINISTRATION OF THE COLLEGE-LEVEL ACADEMIC SKILLS TEST *

The College-Level Academic Skills Test is designed to measure the level of student achievement of communication and computation skills included in SBE Rule 6A-10.31.

The plan which is outlined in this document is proposed only for the first administration of the examination. Once some of the issues related to the use of test scores have been determined and there is time for more long-range planning, procedures for administration of the test may need to be changed. For information purposes, some tentative plans for the second administration are also included.

The first administration of the test is scheduled for October 23, 1982, and will be given to the following students:

1. Community college students who are completing the A.A. degree in December, 1982.

2. Community college students who are completing the A.S. degree in December, 1982, and are seeking admission to upper division programs.

3. University and community college students who are completing at least 55 semester credits in December, 1982, and who are seeking admission to upper division programs.

No other students will be permitted to take the examination in October, 1982.

After the examination is administered on October 23, a date for a make-up examination will be announced. On that date a form of the examination will be administered at each institution to students who were registered but were prevented from taking the examination on October 23rd for medical or religious reasons. The date for the make-up examination will not be earlier than October 28, nor later than November 3, 1982.

The State Board of Education will establish by rule the condition, if any, under which applicants who do not have test scores, including transfers from private or out-of-state institutions, may be admitted on a provisional basis to upper division programs.

The second administration of the test is scheduled for March, 1983, and will be given to the following students:

1. Community college students who are completing the A.A. degree in the Spring or Summer of 1983.

2. Community college students who are completing the A.S. degree in the Spring or Summer of 1983 and are seeking admission to upper division programs.

* See Appendix A for a glossary of terms used in this document.

3. University and community college students who are completing at least 55 semester credits in the Spring or Summer of 1983, and are seeking admission to upper division programs.

4. Students who have been provisionally admitted to upper division programs in state universities pending receipt of scores for the College-Level Academic Skills Test.

Test scores will be made a part of the student's permanent record in the institution in which the student was enrolled at the time the examination was taken. Beginning with the October, 1982 administration of the test, students will be required to present test scores to be eligible to receive an Associate in Arts degree or to enter an upper division program in a state university. Use of test scores prior to August 1, 1984 will be limited to student counseling and curriculum development. After August 1, 1984, students must demonstrate on the test that they meet the minimum standards established by the State Board of Education as a condition for the award of an Associate in Arts degree or for admission to an upper division program in a state university in Florida.

Test Description

The test will consist of three booklets, two containing objective items (reading/writing and computation), and one constructed for the essay. In order to increase test security, three forms of each test will be printed.

The reading subtest measures eleven skills in the areas of literal and critical comprehension. The objective writing subtest includes items to measure fourteen of the writing skills in the broad areas of word choice, sentence structure, and grammar, spelling, and punctuation. The essay will afford students opportunity to demonstrate all twenty-four of the writing skills.

The computation subtest measures thirty-five skills from arithmetic, algebra, geometry and measurement, logical reasoning, and statistics including probability.

The number of items by subtest and by broad skill areas within each subtest is shown in Appendix B.

Testing Schedule

The test will be given in one morning session, which will include a 20 minute break. There will be 3 hours and 45 minutes of actual testing time. Details of the schedule are shown in Appendix C.

Registration of Students

It is the responsibility of each institution to notify its sophomores of the requirement for taking the test, register applicants for the examination, and issue room assignments and admission tickets to applicants who meet the eligibility requirements.

A written notice of the examination shall be issued to sophomores during the Fall registration. The notice shall include information concerning the requirement and eligibility for taking the examination, the nature and purpose of the examination, the date and time the examination will be administered, and the responsibilities of the student for applying and registering for the examination.

Students will apply and register for the examination on a two-part form which will be provided by the statewide test administrator. One part of the form will be used to record information about the applicant, including any handicap which will require special testing arrangements. When it has been determined that an applicant meets the eligibility requirements, the other part of the form will be issued to the applicant to serve as an admission ticket to the particular room to which the applicant is assigned.

The last day to register for the October 23, 1982, administration of the College-Level Academic Skills Test will be September 17, 1982. Immediately after the close of registration for the test, the institutional test administrator will provide the statewide test administrator with information which shall include the number of students approved to take the examination, the number of room supervisors to be utilized in the administration of the test, and any special arrangements that will be needed to serve handicapped students.

A roster will be prepared by the institutional test administrator for each testing room with the names and social security numbers of all approved applicants assigned to that room. Admission to any testing room will require that the applicant present an admission ticket to that room and/or be listed on the roster for that room. In addition, each applicant will be required to present personal identification, preferably including a photograph, which will establish the identity of the individual as the person to whom the admission ticket was issued.

Administration of the Test

The test will be administered in each community college and state university in which there are students who are eligible to take the test. Each institution will appoint and provide a person who will serve as the institutional test administrator, subject to the approval of the CLASP office of the Department of Education. Responsibility for administration of the College-Level Academic Skills Test will be at three levels:

I. Each institution will be responsible for all of the following test activities which are to be coordinated by its institutional test administrator:

A. Identifying, notifying, and registering candidates for the examination

B. Identifying and scheduling appropriate, accessible testing rooms which have the following:

1. Proper lighting and temperature
2. Desks with suitably sized tablets (no lap boards)
3. Freedom from outside distractions
4. Controlled access and limited exit
5. Provision for handicapped students
6. Adequate separation of candidates

C. Appointing and providing the following test personnel:

1. One supervisor for each testing room
2. One proctor for each 25 examinees or major fraction thereof

D. Making provisions for students with handicaps

E. Notifying the statewide test administrator 30 days prior to the examination of the number of testing materials needed

F. Insuring that the test is administered according to specified procedures.

G. Maintaining local security which includes the following:

1. Receiving, storing, and accounting for all testing materials
2. Storing materials in a locked, secure place
3. Insuring that only authorized personnel have access to materials
4. Returning all test materials to the central testing agency
5. Properly identifying all candidates for admission to the testing room
6. Insuring all testing procedures are uniformly conducted

H. Recording candidates' scores as a part of the permanent record.

II. A statewide administrator will be responsible for the following:

A. Preparing the administrator's manual

B. Developing the blueprint for the test forms

C. Developing and maintaining the item bank

D. Designing and formatting the test booklets, answer sheets, administration manual, score reports, and student registration forms

E. Printing all testing materials

F. Training testing personnel for each institution

G. Approving testing facilities at each institution

H. Disseminating testing materials to institutions and providing for their return (includes paying all shipping costs)

I. Scoring tests

J. Providing score reports to individual students, institutions, and CLASP office

K. Analyzing the results of the examination and recommending changes in the test and/or testing procedures

L. Preparing a technical manual

M. Directing the administration of the test

III. The College-Level Academic Skills Program office of the Department of Education will be responsible for the following:

A. Serving as public spokesperson for the testing program

B. Monitoring all statewide test administration procedures including the following:

1. Monitoring development of the item bank
2. Reviewing and approving test blueprints
3. Reviewing and approving draft and camera-ready copy of all testing materials prior to printing
4. Verifying the accuracy of computer programs and score reports
5. Validating test score keys
6. Approving institutional test administrators
7. Providing and orienting personnel authorized to observe the administration of the test
8. Investigating any alleged irregularities in the administration of the test, including any alleged breaches in security
9. Reviewing and processing individual student or institution complaints
10. Verifying contract compliance
11. Providing the Commissioner and the Articulation Coordinating Committee with a report of procedures, including changes being made

C. Developing and reviewing

1. Skills
2. Item specifications
3. Items
4. Test specifications
5. Score reporting requirements
6. Policies and procdures of the testing program

7. Policies and procedures for testing handicapped students
8. Policies and procedures for testing out-of-state & transfer students.

D. Creating, producing, and disseminating brochures and reports related to the testing program

Scoring and Reporting Test Results

Multiple-choice items will be machine scored; essays will be scored by trained holistic readers. The essay will be scored on a four-point scale. Four scores will be generated: reading, multiple-choice writing, essay, computation. No composite score will be generated. A linking design based on Rasch calibration will be established to equate scores between test administrations.

For the October, 1982 administration, the following reports will be generated:

I. Individual Student Reports

A. Individual student reports will include the following:

1. Scores for the reading, writing, and computation subtests
2. Scores for each broad skill area within each of the subtests
3. Rating of performance on the essay
4. A score interpretation guide

II. Statewide Data Reports

A. Summary statistics (means, medians, standard deviations) and frequency distributions by subtest for the following:

1. All students
2. University students
3. Associate in Arts degree students (community colleges only)
4. Associate in Science degree students (community colleges only)
5. Transfer students from private and out-of-state institutions (data to collect after first administration)
6. Racial and ethnic groups (American White, American Black, American Hispanic, American Asian, American Indian, and others including foreign nationals)
7. Males/Females
8. Race by sex

B. Master alphabetical list of candidates' scores (including social security numbers)

C. Item analyses and technical data

III. Institutional Data Reports

A. Summary statistics and frequency distributions by subtest for the following:

1. All students
2. Associate in Arts degree students (for community colleges)
3. Associate in Science degree students (for community colleges)
4. Racial and ethnic groups
5. Males/Females
6. Race by sex

Each institution will receive its students' individual scores, its own institution report, statewide summary statistics and frequency distributions, a computer tape or hard copy list of its students' response data, and a test blueprint which shows item/skill correspondence. Each institution will be able to maintain a data base for tracking student progress and analyzing data for curriculum improvement.

The Department of Education will receive all of the above reports.

The central testing agency will develop a technical manual and provide suggestions and assistance to institutions in analyzing data.

Any institution which wishes to use statewide summary data for research purposes must request from the CLASP office of the Department of Education release of data from the statewide test administrator.

APPENDIX A

GLOSSARY

The following terms used in this document are defined as follows:

College-Level Academic Skills

The college-level communication and computation skills that were adopted by the State Board of Education in Rule 6A-10.31 FAC.

CLAST

The College-Level Academic Skills Test, a test to measure student achievement of the communication and computation skills that are defined in Rule 6A-10.31 FAC.

CLASP

The College-Level Academic Skills Project, a cooperative faculty activity organized within the Department of Education by the Articulation Coordinating Committee and given responsibilities for defining college-level communication and computation skills and reporting the level of student achievement of those skills.

The CLASP Office of the DOE

A unit in the office of the Deputy Commission for Special Programs, with responsibilities under the supervision of the Deputy Commissioner for Special Programs for the development and administration of the College-Level Academic Skills testing program. The office includes the Director of CLASP, a measurement specialist, other professional staff as needed, and a secretary.

The Statewide Test Administrator

The contractor assigned responsibility for administering the CLAST statewide.

Institutional Test Administrator

The officer in each community college or state university who is assigned responsibility for coordinating all CLAST testing activities in that institution.

APPENDIX B

TEST DESCRIPTION

Booklet 1 — **Reading Subtest**

Number of Skills	Broad Skill Area	Total Items	Scored Items	New Items *
3	Literal Comprehension	12	10	2
8	Critical Comprehension	32	26	6
		44	36	8

Writing Subtest

Number of Skills	Broad Skills Area	Total Items	Scored Items	New Items
3 **	Word Choice	6	5	1
5 **	Sentence Structure	10	8	2
6 **	Grammar, Spelling & Punctuation	20	16	4
		36	29	7

Booklet 2 — **Computation Subtest**

Number of Skills	Broad Skill Areas	Total Items	Scored Items	New Items *
6	Arithmetic	10	8	2
9	Algebra	16	13	3
7	Geometry & Measurement	12	10	2
7	Logical Reasoning	12	[illegible]	2
6	Statistics including Probability	10	[illegible]	2
		60	49	11

Booklet 3 — **Essay**

Skills	Writing Sample	Topics	Scored Topics	New Topics *
24	Generation of a four to six paragraph essay on a selected topic	2 ***	2	0

* New items, which represent approximately 20% of the total, are items being field tested for inclusion in future examinations.

** These skills are also included in the writing sample.

*** Candidate will choose one of the two topics.

TESTING SCHEDULE

7:30 - 8:15	Report and Check In
8:15 - 8:20	Directions for Computation Subtest
8:20 - 10:05	Computation Subtest
10:05 - 10:25	Break
10:25 - 10:30	Directions for Reading and Writing Subtests
10:30 - 11:40	Reading and Writing Subtests
11:40 - 11:45	Directions for Essay
11:45 - 12:35	Essay

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March 4, 1983